# Preschool
# Student Level Data Analysis

February 27-28, 2013

# Today's Objectives

- Establish grade level and school-wide spring benchmark goals

- Compare your school's data to overall project data through ISIP summary report

- Discuss instructional implications based on student data

- Provide guidance for looking at growth of sub-skills

- Provide guidance for intervention group and individual student planning
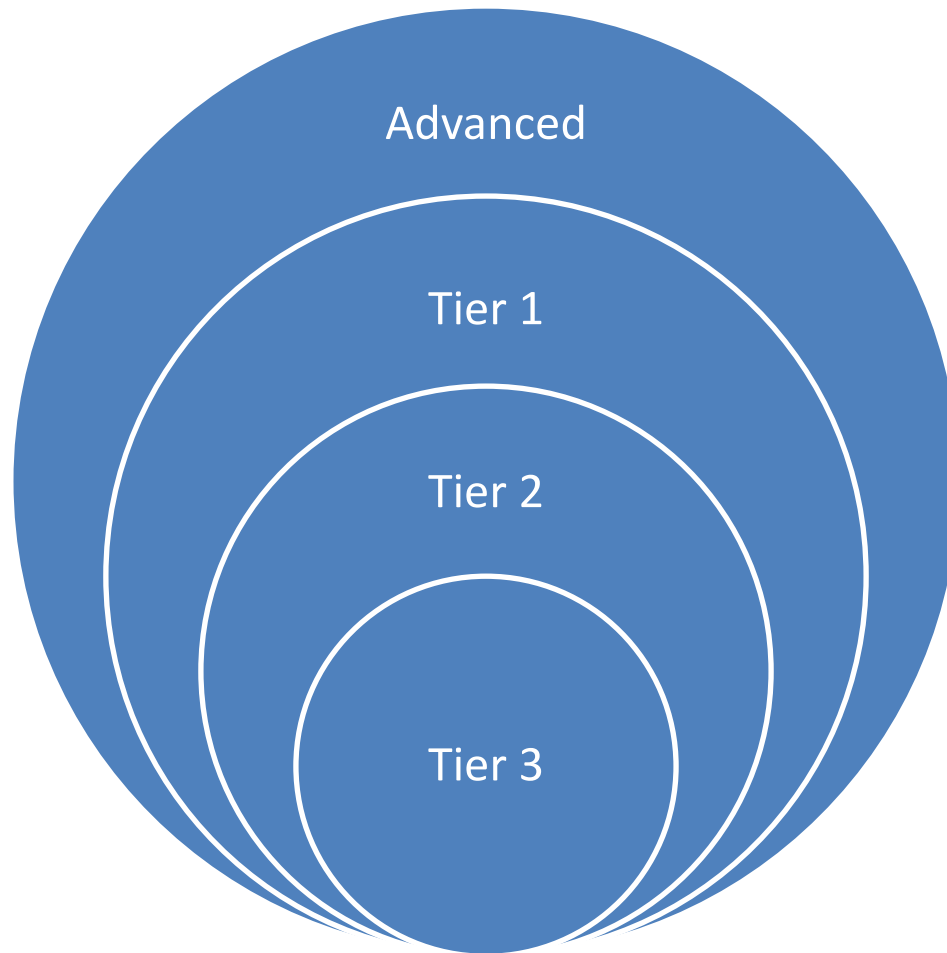
# Spring Assessment Window

- **ALL** Students Pre-K through 10th Grade Must Be Assessed During This Window
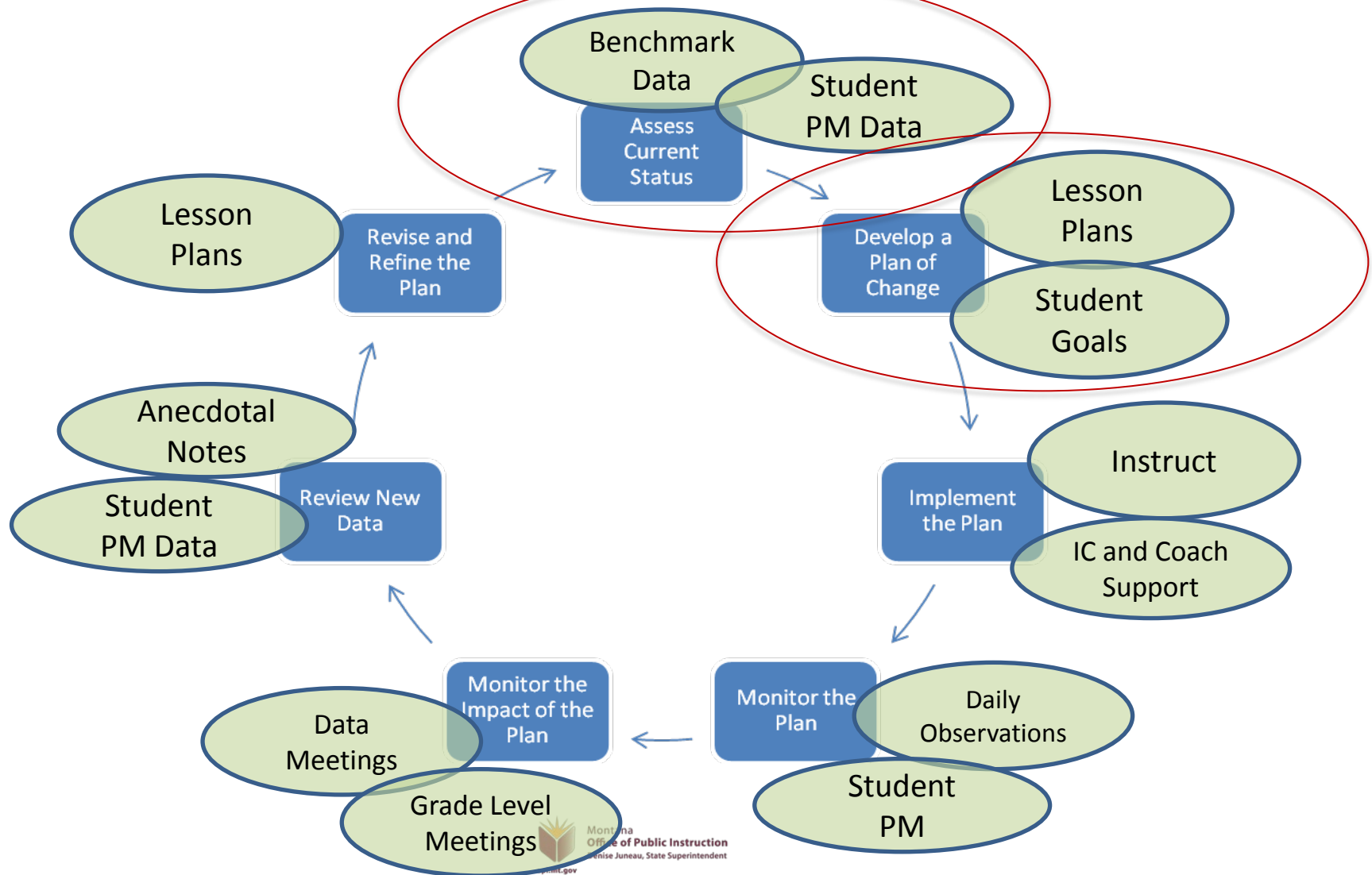
- May 6-24, 2013

# 2013-2014 Benchmark Assessment Windows

- Fall
  - September 9-September 28

- Winter
  - January 6-January 24
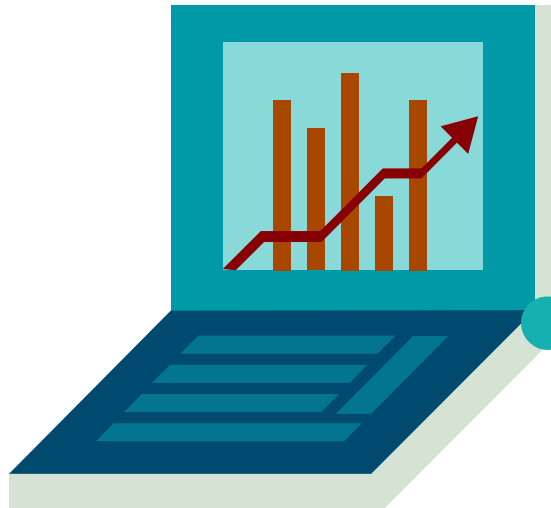
- Spring
  - May 5-May 23

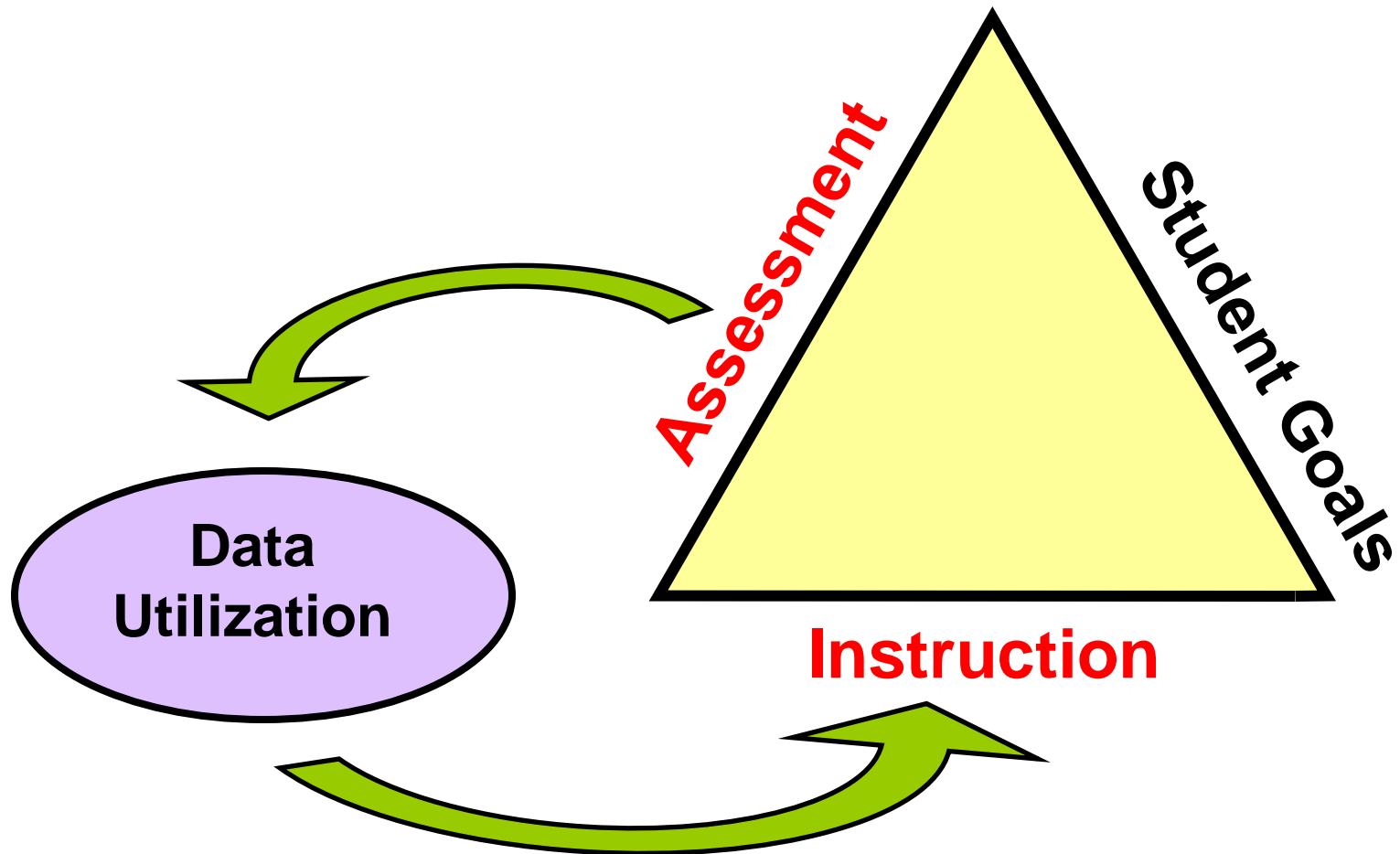# Data Provides Guidance for Prioritizing Instruction

# Student
# Continuous Improvement Cycle

Our assessments measure which skills students have currently mastered and which skills we need to continue teach.

# Linking Student Goals, Assessment, & Instruction

# Monitoring Progress

Periodic monitoring identifies children making adequate progress, and children in need of further learning support.

# Four Types of Assessment

- **Screening**

- **Diagnostic**

- **Progress Monitoring**

- **Outcome**

# Progress Monitoring Tools

- Quick
- Efficient
- Repeatable
- Related to later competency in school (life)
- Measure growth over time

# Sample Purpose of Assessment Chart

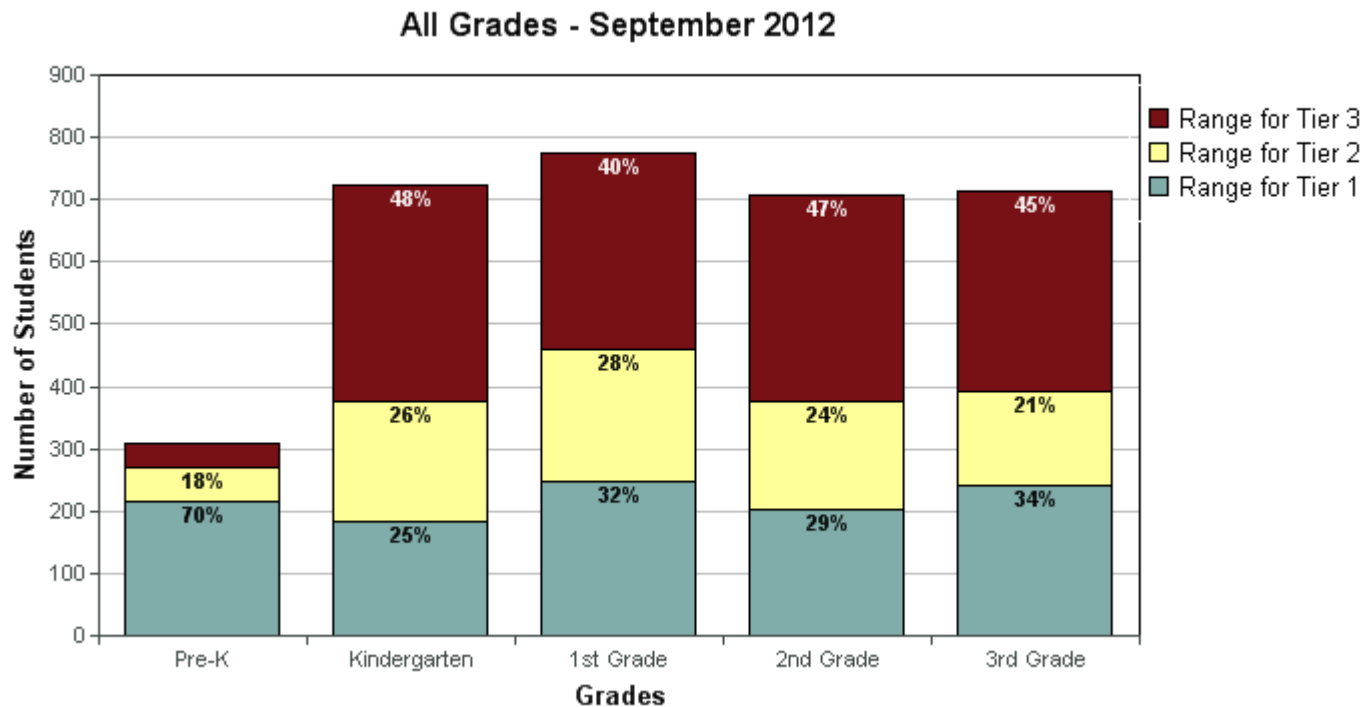| Key Indicator: | Language and Vocabulary | Phonological Awareness | Alphabet Knowledge | Print Concepts/Writing |
|---|---|---|---|---|
| Screening<br>When: Fall, Winter | **IGDI**-Picture Naming<br>**ISIP** | **IGDI**- Alliteration | **PALS**<br>-Upper Case Recognition<br>-Letter Sounds<br>**ISIP**-Letter Knowledge | **PALS**<br>-Name Writing |
| Progress Monitoring<br>When: As Needed for Individual Students | **IGDI**-Picture Naming<br>**ISIP** | **IGDI**- Alliteration | **PALS**<br>-Upper Case Recognition<br>-Letter Sounds<br>**ISIP**-Letter Knowledge | **PALS**<br>-Name Writing |
| Outcome<br>When: Spring | **IGDI**-Picture Naming<br>**ISIP** | **IGDI**- Alliteration | **PALS**<br>-Upper Case Recognition<br>-Letter Sounds<br>**ISIP**-Letter Knowledge | **PALS**<br>-Name Writing |

# Purpose of Assessment Chart

| Key Indicator: | Language and Vocabulary | Phonological Awareness | Alphabet Knowledge | Print Concepts/Writing |
|---|---|---|---|---|
| Screening<br>When: Fall, Winter | | | | |
| Progress Monitoring<br>When: As Needed for Individual Students | | | | |
| Outcome<br>When: Spring | | | | |

# ISIP Project Summary Report Comparisons

# MSRP Project Comparisons September Summary Report Early Reading: Grades Pre-K-3



All Grades - September 2012

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

# MSRP Project Comparisons
# January Summary Report
# Early Reading: Grades Pre-K-3
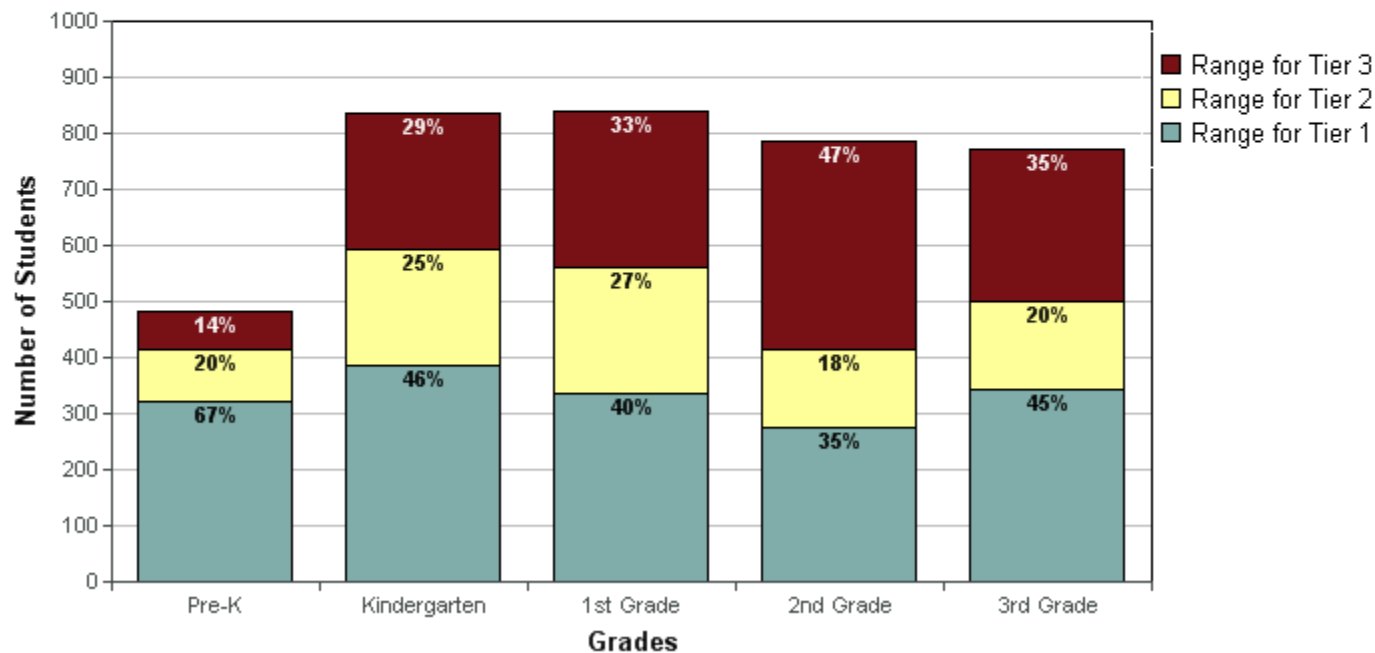
# MSRP Project Comparisons
# Early Reading: Grades Pre-K

**Fall**

**Winter**

# Growth Comparison Discussion Questions

- What trends do you observe?

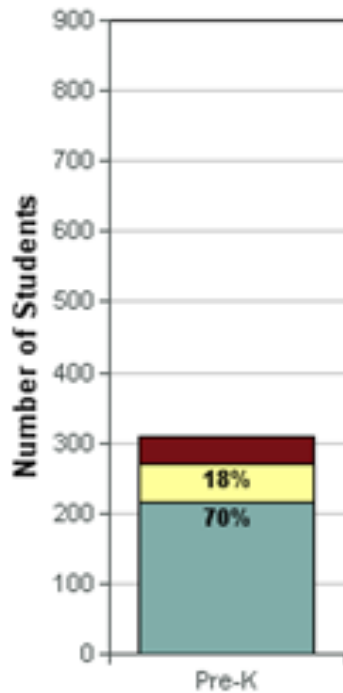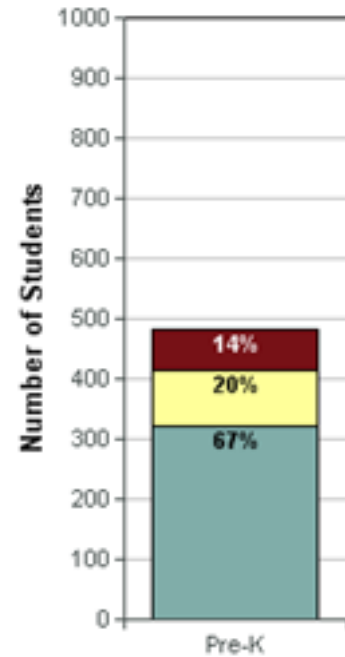- Did you assess all of your students in September and January?
  - If not, talk about why you didn't and discuss the implications for this data.
  - If yes, is your data reflected accurately in this report?

# Project Growth Comparisons

**MSRP Project Comparison *Growth***

***Pre-K***

**Fall to Winter**

| | Fall | Winter | Notes |
|---|---|---|---|
| Project Overall Growth | I    33%<br>S   23%<br>B   37%<br>A    6% | I    27 %  (-6)<br>S   22%  (-1)<br>B   45%  (+8)<br>A    6%  ( 0 ) | |

| | Fall | Winter | Notes |
|---|---|---|---|
| Overall Growth for Your School | I        %<br>S        %<br>B        %<br>A        % | I        %  (    )<br>S        %  (    )<br>B        %  (    )<br>A        %  (    ) | |

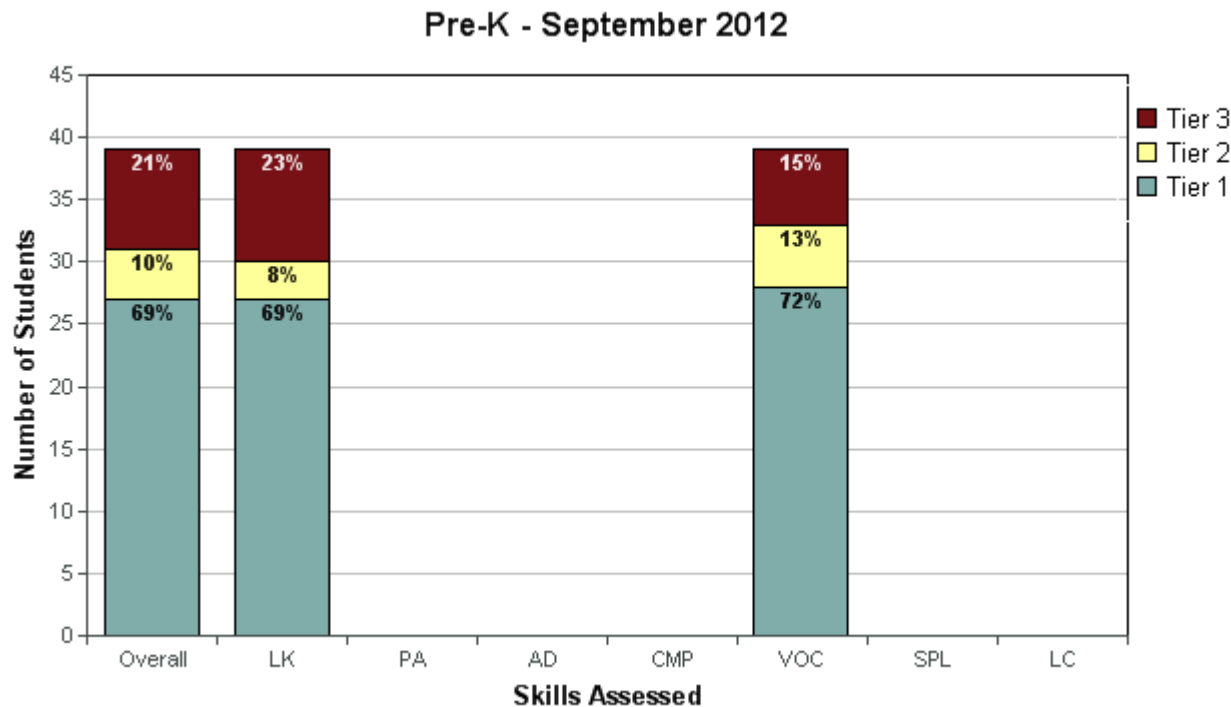How does your school-wide growth compare to the project growth?

# Discussion Questions

- How does your school-wide growth from fall to winter compare to the overall project growth?

- Project school-wide goals for spring.

# Fall to Winter Comparisons
# for all Benchmark Assessments

# ABC School
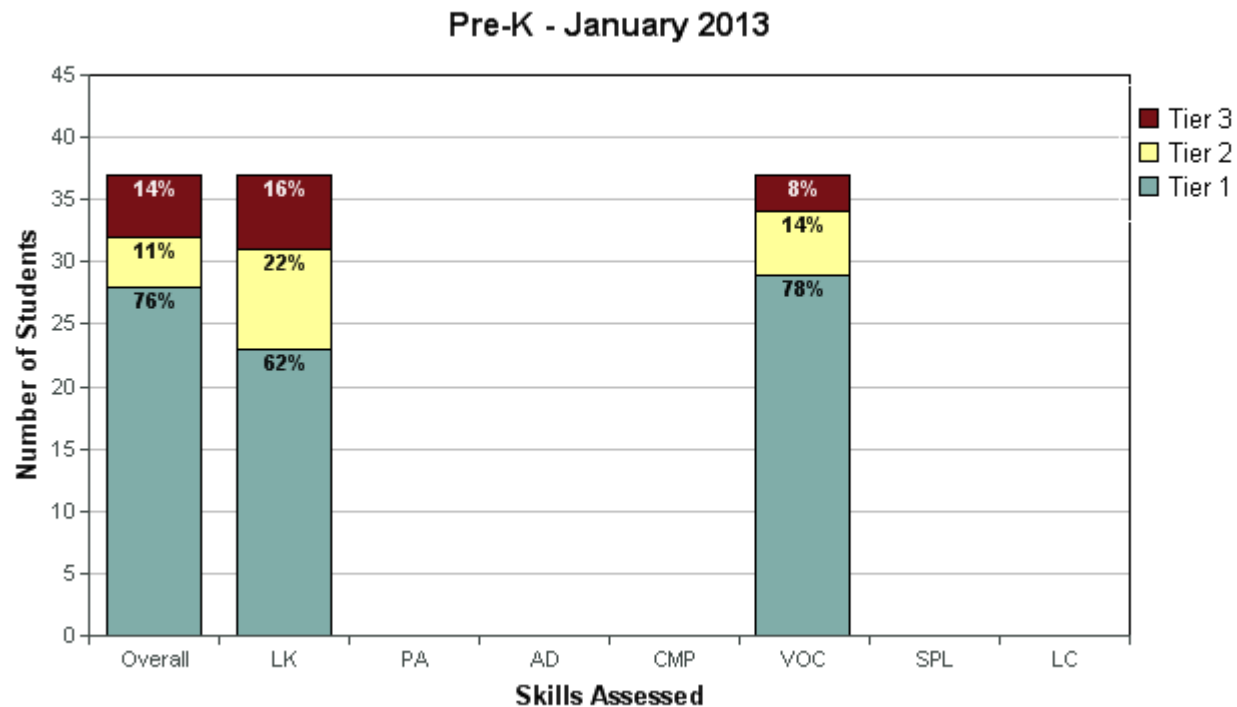# September Summary Report



Pre-K - September 2012

# ABC School
# January Summary Report



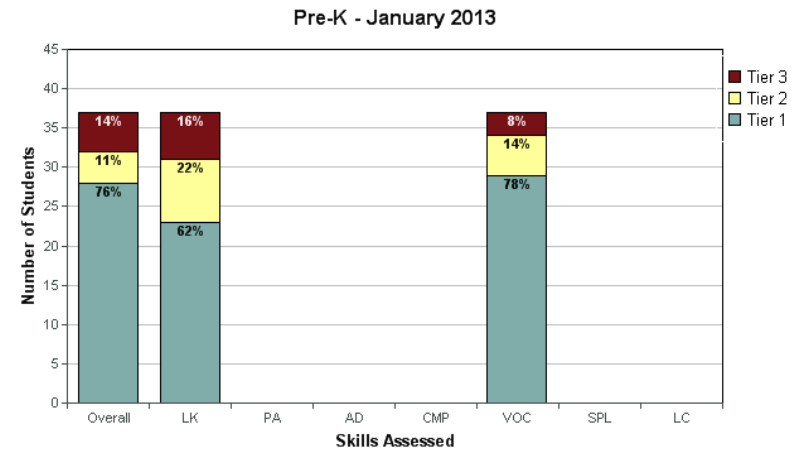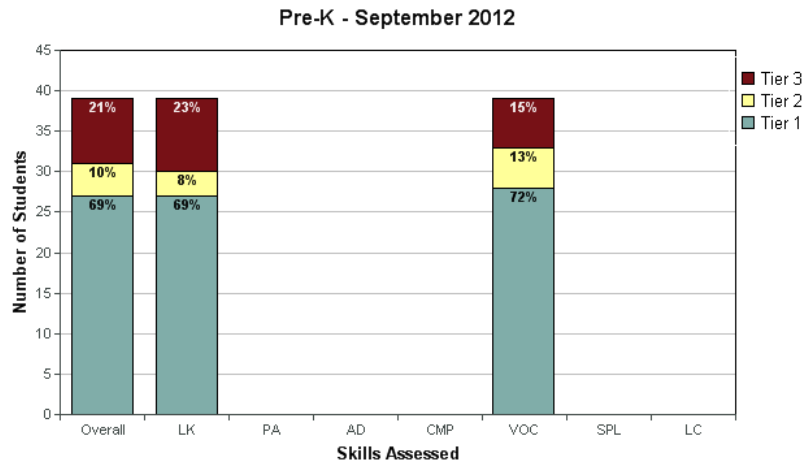Pre-K - January 2013

# ABC School
# Growth from Fall to Winter

**September**

**January**



+7    -7              +6

How does your growth compare to the project?

# ABC School
## Goal Setting Worksheet
### January 2013

| | Fall | Winter | Spring Goals |
|---|---|---|---|
| **Overall** *IGDI and PALS Measures Only* | I  71% <br> S  15% <br> B  14% | I  40% (-31) <br> S  16% (+1) <br> B  44% (+30) | I  20 % <br> S  21 % <br> B  59 % |
| IGDI-Picture Naming | I  65% <br> S  25% <br> B  10% | I  35% (-30) <br> S  29% (+4) <br> B  36% (+26) | I    % <br> S    % <br> B    % |
| IGDI-Alliteration | I  74% <br> S  17% <br> B  9% | I  31% (-43) <br> S  12% (-5) <br> B  57% (+48) | I    % <br> S    % <br> B    % |
| PALS-Upper Case Letter Recognition | I  62% <br> S  14% <br> B  24% | I  28% (-34) <br> S  15% (+1) <br> B  57% (+33) | I    % <br> S    % <br> B    % |
| PALS- Letter Sounds | I  94% <br> S  5% <br> B  1% | I  56% (-38) <br> S  12% (+7) <br> B  32% (+31) | I    % <br> S    % <br> B    % |
| PALS- Name Writing | I  59% <br> S  14% <br> B  27% | I  48% (-11) <br> S  12% (-2) <br> B  40% (+13) | I    % <br> S    % <br> B    % |
| ISIP-Letter Knowledge | I  23% <br> S  8% <br> B  69% | I  12% (-11) <br> S  14% (+6) <br> B  74% (+5) | I    % <br> S    % <br> B    % |
| ISIP-Vocabulary | I  15% <br> S  13% <br> B  72% | I  9% (-6) <br> S  13% (0) <br> B  78% (+6) | I    % <br> S    % <br> B    % |

*Overall Instructional Recommendations:*

# Discussion Questions

- What trends do you see?

- Are there skill areas in which growth was not as robust as others?

  – Discuss possible reasons why?

- Discuss implications for instruction.

- Identify goals for spring for each sub-skill.

  **Teachers will need to be a part of these discussions on-site.

# Implications for Instruction

| PALS- Name Writing | I 59% | I 48% (-11) | I %  |
| | S 14% | S 12% (-2) | S %  |
| | B 27% | B 40% (+13) | B %  |
| ISIP-Letter Knowledge | I 23% | I 12% (-11) | I %  |
| | S 8% | S 14% (+6) | S %  |
| | B 69% | B 74% (+5) | B %  |
| ISIP-Vocabulary | I 15% | I 9% (-6) | I %  |
| | S 13% | S 13% (0) | S %  |
| | B 72% | B 78% (+6) | B %  |

*Overall Instructional Recommendations:*

-Name Writing, Provide professional development for staff on print awareness and writing. Early Childhood LETRS Book Study Chapter 4 Book Study. Choose 3-5 activities to target writing opportunities in the classroom. Provide more support for writing letters during small group time.

-Continue to provide explicit vocabulary instruction using 4 step vocabulary routine.

# Goal Setting Worksheet
## January 2013

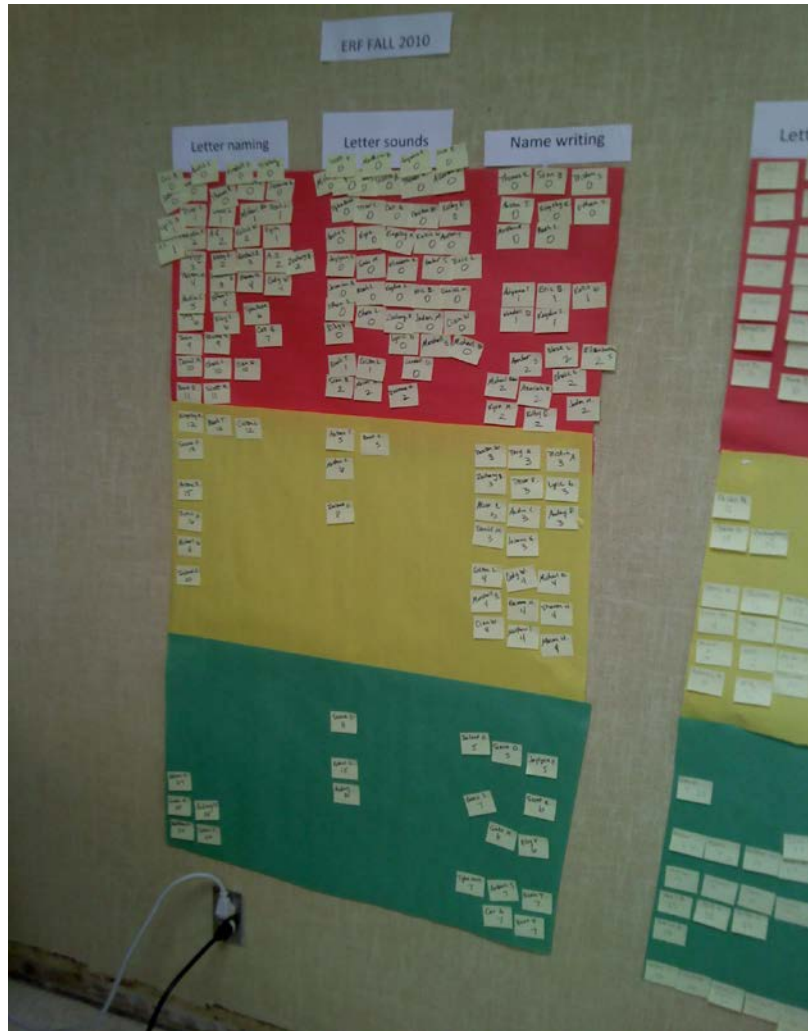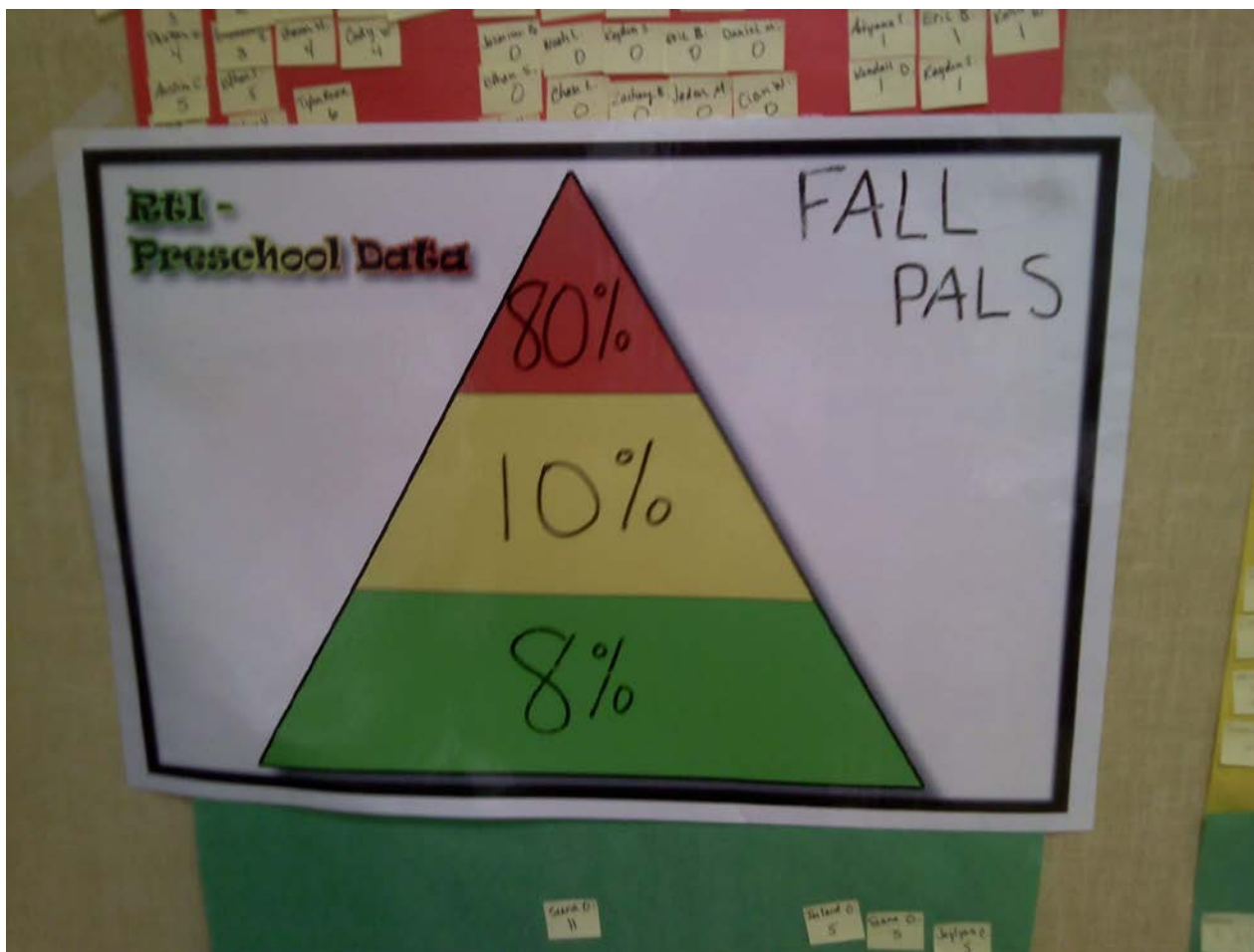| | Fall | Winter | Spring Goals |
|---|---|---|---|
| **Overall** | I    %<br>S    %<br>B    % | I    % ( )<br>S    % ( )<br>B    % ( ) | I    %<br>S    %<br>B    % |
| Sub-skill: | I    %<br>S    %<br>B    % | I    % ( )<br>S    % ( )<br>B    % ( ) | I    %<br>S    %<br>B    % |
| Sub-skill: | I    %<br>S    %<br>B    % | I    % ( )<br>S    % ( )<br>B    % ( ) | I    %<br>S    %<br>B    % |
| Sub-skill: | I    %<br>S    %<br>B    % | I    % ( )<br>S    % ( )<br>B    % ( ) | I    %<br>S    %<br>B    % |
| Sub-skill: | I    %<br>S    %<br>B    % | I    % ( )<br>S    % ( )<br>B    % ( ) | I    %<br>S    %<br>B    % |
| Sub-skill: | I    %<br>S    %<br>B    % | I    % ( )<br>S    % ( )<br>B    % ( ) | I    %<br>S    %<br>B    % |
| **Overall Instructional Recommendations:** | | | |

# Creating Data Boards

# PALS Measures
## Letter Naming, Letter Sounds, Name Writing

# Fall 2010 PALS Data Board

# Fall 2010 PALS RTI Chart

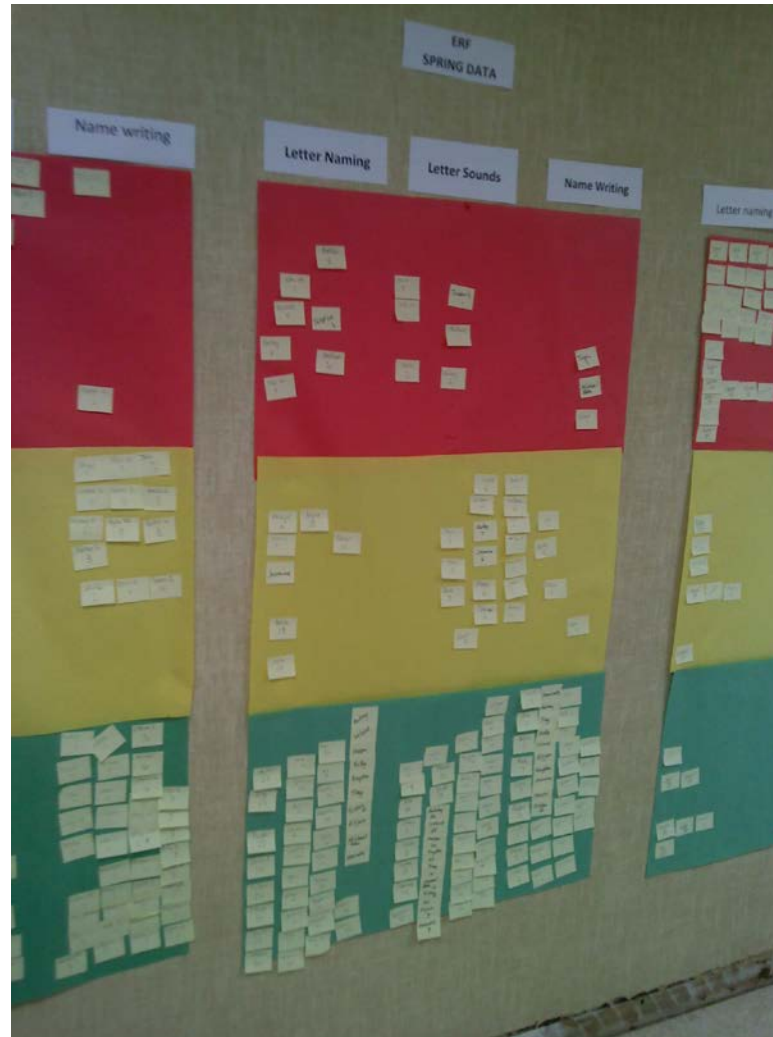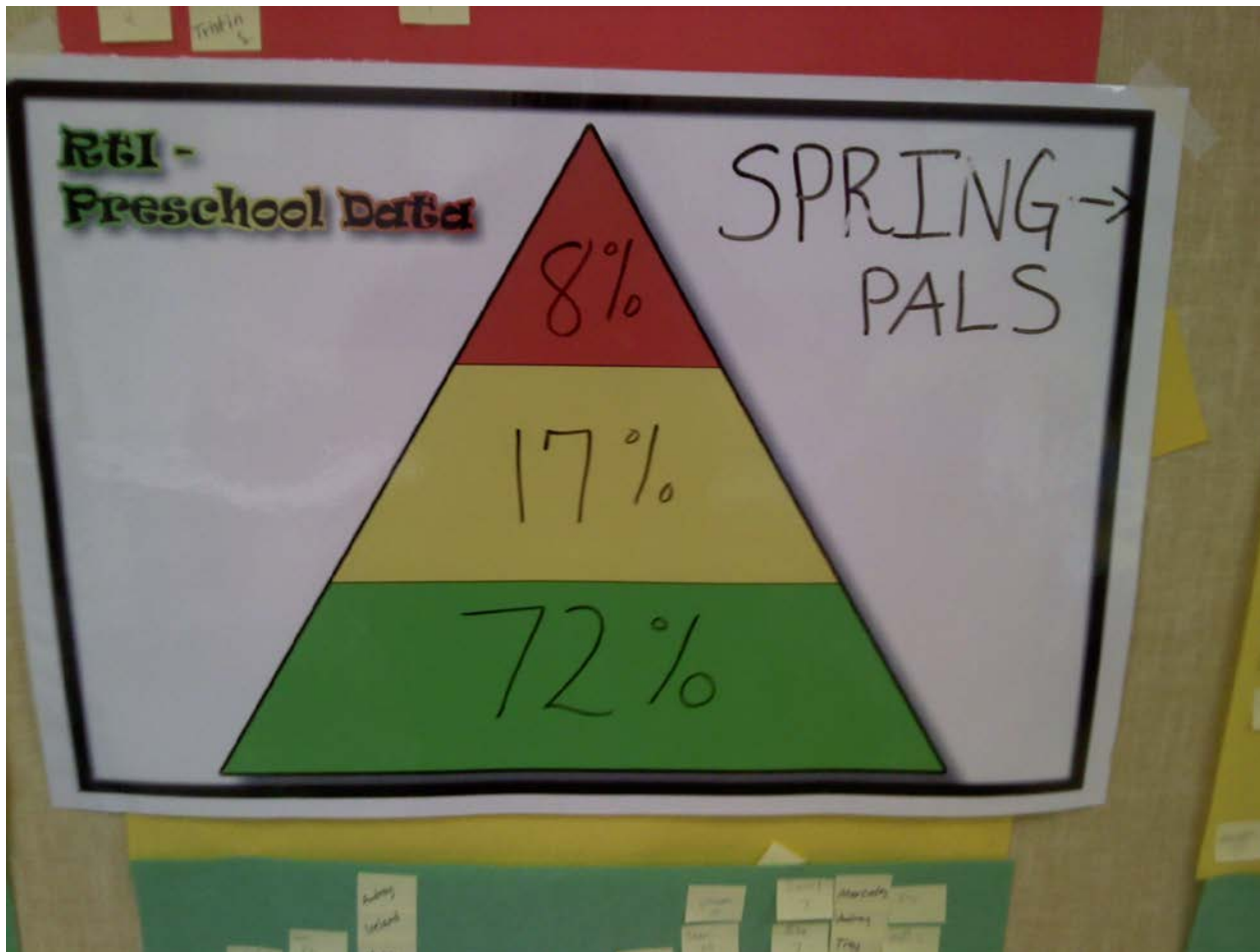# Winter 2011 Data Board

# Spring 2011 Data Board

# Spring 2011 PALS RTI Chart

# ISIP Skill Growth By Tier

# Skill Growth by Tier Report



Pre-K - Overall Reading
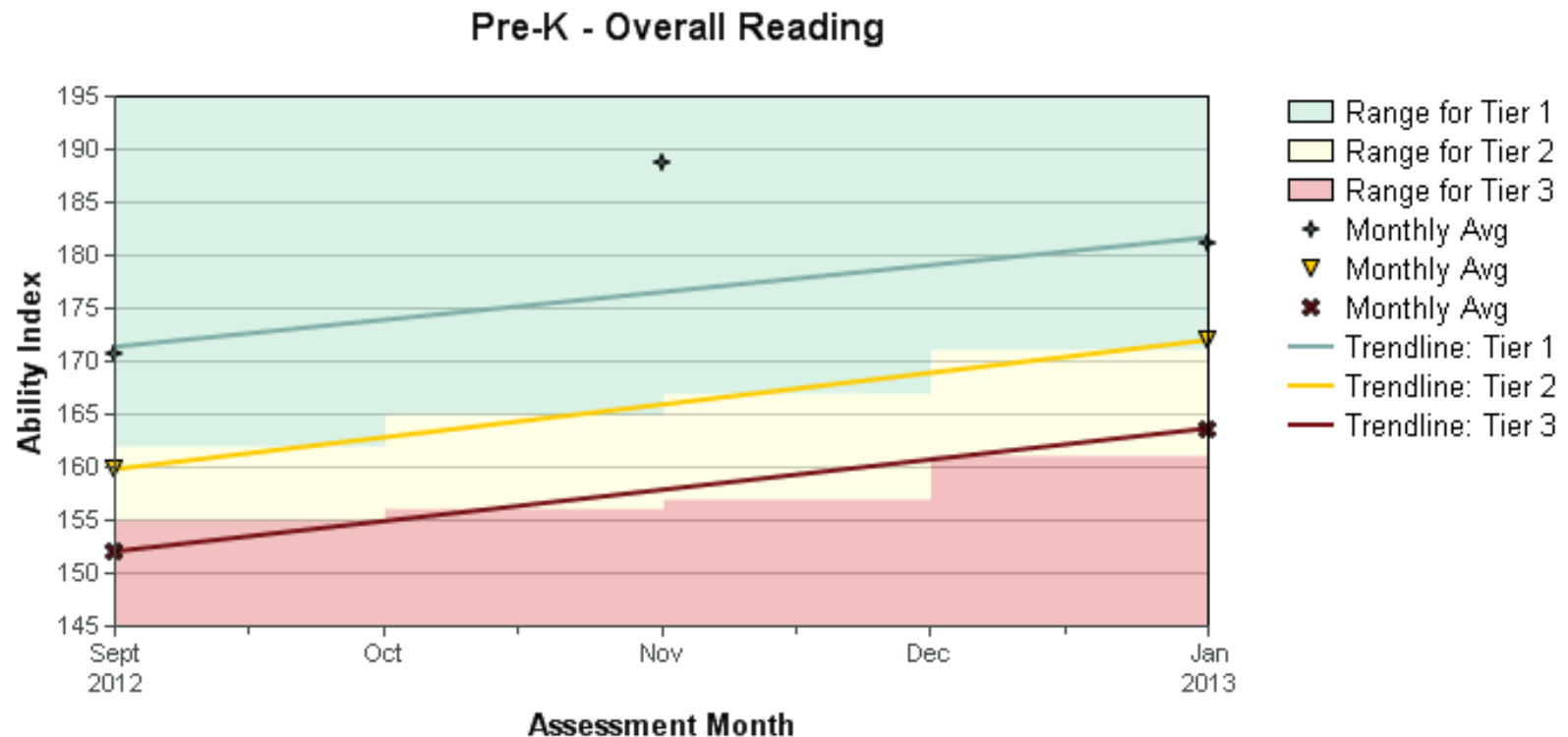
# Intervention Plans for Students with Tier 2 and Tier 3 Needs

# ABC School Example Intervention Plan

Skill Growth by Tiers

| Intervention Grouping Recommendations | Students in Group | Instructional Focus | Progress Monitoring Plan | Instructor/Time/Days |
|---|---|---|---|---|
| Low Intensive | Tom, Sara, Keeley, Eric, and McCoy | Word Analysis Comprehension | 2 X's/ mo | Mrs. Smith 1:00-2:00 M-F |
| High Intensive/Low Strategic | Abby, Dawson, Madison, Rian, Michael, Josh, and Katy | Word Analysis Comprehension Vocabulary | 2 X's/ mo | Mr. Wald 1:00-2:00 M-F |
| Strategic | Chris, Samantha, Vincent, Burt, Jessie, Caitlin, and Nate | Word Analysis Comprehension Vocabulary | 1 X/ mo | Mrs. Smith 10:30-11:00 M-F |

# Intervention Planning Template

| Skill Growth by Tiers | | | | |
|---|---|---|---|---|
| Intervention Grouping Recommendations | Students in Group | Instructional Focus | Progress Monitoring Plan | Instructor/Time/Days |
| Low Intensive | | | | |
| High Intensive/Low Strategic | | | | |
| Strategic | | | | |

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

# Goal Setting By Group

- Are students placed in intervention groups appropriately?

- How often are students with strategic needs being progress monitored?

- How often are students with intensive needs being progress monitored?

- Discuss current intervention groups. Does anything need to change?

# Goal Setting for Individual Students

- Drill down to the individual student level.

- Identify priorities for instruction during interventions for students with strategic and intensive needs.

- How are you utilizing progress monitoring information to guide instruction?

# Istation's Expected Gains

## PreK-8th Grade Expected Gains

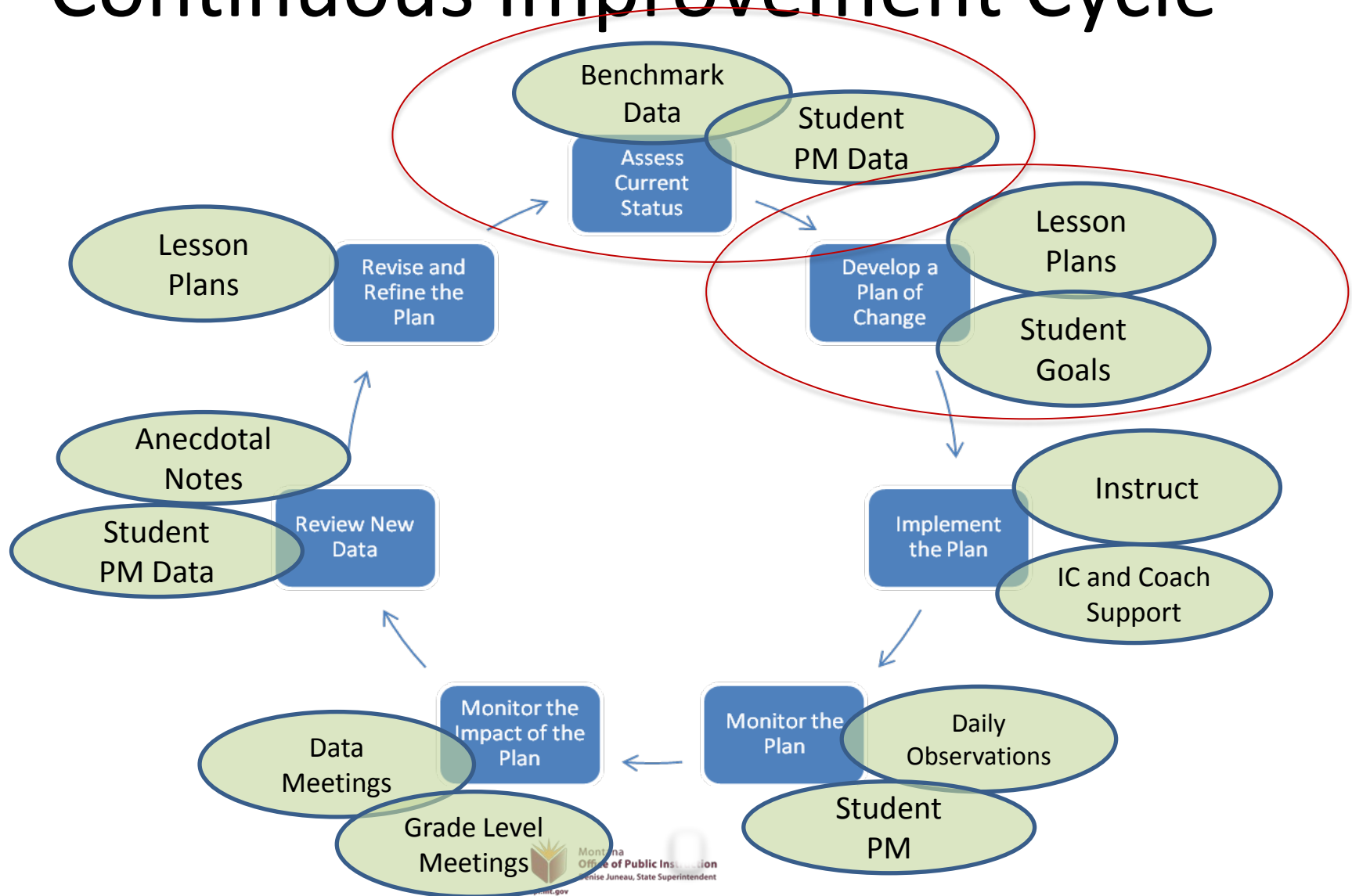|  | ½ Year (December to May) | Full Year |
|---|---|---|
| Expected Gains | 6-8 points | 12-14 points |
| Accelerated Gains | >9 points | >15 points |

*Points are based on the Instruction Tier Goals for ISIP

**Based on a nationally representative study of the norms.

***These point ranges are subject to change based on new norms.

# Other Suggestions

- Identify classroom data trends.
  - Are there areas that need targeting?
  - Identify spring goals for each classroom.

# Student Continuous Improvement Cycle

# Spring Assessment Window

- **<u>ALL</u>** Students Pre-K through 10<sup>th</sup> Grade Must Be Assessed During This Window

- May 6-24, 2013

# 2013-2014 Benchmark Assessment Windows

- Fall
  - September 9-September 28


- Winter
  - January 6-January 24


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